

# **Executive Summary**

Assessment of Key Goal Indicators

2011-2012

March 7, 2012

**Note:**

There are 7 incomplete AKGI's (11%), 9 which are complete but need revision due to changes in data collection/no longer used as performance indicators (14%) and one that is blank due to past modifications to the AKGI. A majority of those incomplete are HR surveys and were not completed due to Staff changes. Some incomplete have data but are missing discussion and evaluation of data. There is one that AKGI that is under Review as a change in data collection tools seems to have skewed data resulting in potential incorrect data. (Historical data used Data Tel queries current data is from an Informer data pull. There is an apparent difference due to primary program field data. This will be updated upon verification/change in data by the IT director in conjunction with the registrar and the VP academic affairs.)

***GOAL 1: Measure A***

***Rate of Success on Licensure Exams (CSF I-E)***

The Associate Degree Nursing program is ending 2012 with a 100% passage rate for the ADN program for a three year average passing rate of 95.6%. The Practical Nursing program ended 2011 with an 80% passage rate for the PN program for a three year average passing rate of 96%. Results for the PN program for 2012 graduates are incomplete at this time. Nine of the 14 graduates have tested and passed on the first attempt. There are five left to test.

The certification exam for Medical Assisting is not required in North Carolina. Beginning with the 2010 graduates it became required for accreditation purposes. The accrediting agency looks at a five year average and does not just look at first time test takers. The threshold looked at is 70%. Since the testing became required the college has put in place a review and remediation program online that we are hoping will improve their test taking skills and help them be more successful. Results for 2012 graduates are incomplete at this time.

The BLET program was suspended by the NC Criminal Justice Education & Training Standards commission in 09-10. No students have been tested since early 2009.

The state board testing for cosmetology has changed in 2011. Testing results are not separated out in to apprentice (1200 hrs) and cosmetology (1500 hrs). There is a written and practical component to the licensure exam and they are not taken at the same time. Students sometimes do not take both parts in the same year. For the 2010, 2011 and 2012 years we looked at the students who completed the final portion of the exam that year and passed as first time test taker and whether or not they had passed the previous portion of the exam as a first time test taker. If so, then we counted them as a successful first time test taker. Results were good for all years except for 2012 when only 4 students completed testing and of those 4, two were not successful as a first time test taker on the first part of the exam. However, they were successful prior to taking the second part and did receive licensure.

***Goal 1: Measure B***

***Number of Graduates Who Took Remedial Courses***

According to our recent queries we have had to a five year average of 84 students graduating with some remedial course work. If we leave 2010-11 (101) year as an outlier the average 80 students for the other four years seem to be fairly representative.

***Goal 1: Measure C***

***Annual Educational Program Audit Summary--Number Audited and Percent of System Instructional Budget Cited For Exceptions***

The College expects to have no audit exceptions. If any exceptions or recommendations are received, they will be corrected and a plan of action developed to eliminate the problem source.

In 09-10, the college received a recommendation for 08-09 in the curriculum area related to documentation required in Co-op Ed student workbooks. In 10-11, the college received an

exception for 09-10 in the curriculum area related to course prerequisite requirements. The total penalty for curriculum for that exception was \$5793.21. In 11-12, the college received one exception and one recommendation for 10-11 in the curriculum area related to 1) students taking proficiency exams and 2) the calculation of FTE for contact hour classes. It is understood that unintentional mistakes will be made on occasion and none of the problems were repeat issues from a previous year.

***Goal 1: Measure D***

***Number of Graduates who are employed, if they are Part-Time or Full-Time and the percentage of Graduates who are employed in their major.***

Limited response rate on these questions (an average of 15%-18% over the last two years) and wording of the question leaves more questions than answers, as well as, non-statistically significant data at program levels. Were the students who are employed, employed there prior to their enrollment at JSCC? And of those students working in their career field how many are new hires as a result of their education? Response rates for the 2011-12 surveys will be available in April 2013.

***Goal 1: Measure E***

***Number of Students Returning From Previous Semester by Major***

A recent change in Data collection methods has made it impractical to use existing longitudinal data for comparison. Previous data collection was based on **Active Student Programs** data. This data included students who initially enrolled in a program but subsequently changed majors resulting in over reporting of student counts by program. Subsequent data is based upon data pulls in November (Fall semester) and April (Spring semester) of students utilizing the **Primary Student Programs** field which only includes the current selected Major at the time the data is extracted. Any attempt to compare these two sets of data will result in skewed data.

***Goal 1: Measure F***

***Number and Percent of Students in the UNC System Who Attended a Community College (JSCC)***

A minority of our students choose to transfer to colleges in the UNC system (Our ten year average is 23 students transferring to UNC system schools). Recent years seem to have stabilized but the numbers are so small as to be of limited significance (Our average for the last three years is 13 students transferring to UNC system schools). A review of other data shows that of our college transfer students a number are attracted to local private institutions such as Mount Olive College (currently 4).

***Goal 1: Measure G***

***Number of Transfer Agreements in Place***

The Comprehensive Articulation Agreement can be viewed in its entirety at the UNC General Administration website. The ICAA can be viewed at the NC Independent Colleges and

Universities website. The transfer process to senior institutions has been greatly improved for JSCC students as a result of the two articulation agreements. The number of pre-major agreements has remained stable.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AAS degree programs to baccalaureate degree programs. JSCC has 16 bilateral agreements 6 different public institutions and 3 different private institutions.

***Goal 1: Measure H  
Number and Percent of Eligible Programs Accredited or Reaffirmed***

All curriculum programs eligible for external approval/accreditation are approved or accredited.

All of the curriculum Health Education programs are approved or accredited by external accrediting agencies. The Associate Degree Nursing and Practical Nursing programs are approved by the North Carolina Board of Nursing. They underwent review in early 2006. Both the ADN and PN programs are on full approval status. The next review for both programs is scheduled for 2015. The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Program. It was reviewed in 2009 and has been reaccredited.

Cosmetology has on-going approval by the State Board of Cosmetic Examiners. Basic Law Enforcement Training is accredited by the North Carolina Criminal Justice Education and Training Standard Commission. The BLET program was suspended in 2010. It remains accredited. The process to renew its accreditation began in September 2012.

With the recent re-accreditation of the BLET program in 2013 we have an increase on one program for the past year.

***Goal 1: Measure I  
Number of Students in Mount Olive College (Private) Who Attended James Sprunt  
Community College***

**2009-10** Only seven students who applied to MOC attended. All students maintained grades in excess of 2.0 and all successfully graduated on time.

**2010-2011** Only one student who applied attended and that student only attended for one semester.

**2011-2012** Currently there are 4 students attending MOC and all are in their second semester and maintaining grades above 2.0

Students who attend Mount Olive College are well prepared for their programs and meet/exceed the retention/success rates of similar students.

***Goal 1: Measure J***  
***Performance of Transfer after Two Semesters***

Incomplete (Deboria Hill??)

***Goal 1: Measure K***  
***Number and Percent of Programs Reviewed***

There were 28 approved programs of study in the 09-10, 10-11, and 11-12 years. The college offered 28, 27, and 25 of those programs in those years respectively. The BLET program was suspended by the state in 2010 so it was not reviewed as scheduled in 10-11. Due to changes in funding for prison programs effective in fall 2011, the college discontinued offering Electrical/Electronics Technology at the correctional center and transferred the Automotive Systems Technology, Masonry, and Welding programs to Continuing Education. As a result, the automotive and masonry programs will no longer be reviewed as part of the curriculum program review process. The electrical and welding programs will still be reviewed as scheduled since they will be offered on campus. The number of programs reviewed is in line with the JSCC five year review program with the exceptions listed above as demonstrated by the longitudinal data.

***Goal 1: Measure L***  
***Employer Satisfaction Survey***

**Needs Revision:** The Employer Satisfaction Survey is no longer required by the state and is not for used as a measurement in the annual Critical Success Factors report. Without a signed agreement from the student employers are unwilling to provide this information other than in a general/non-year specific format.

***Goal 2: Measure A***  
***Progress of Literacy Students (CSF I-A)***

According to our most recent LEIS data (2010-11), 56% of our students initially placed in ABE with 38% increasing a level within the program year. Overall retention for that program year was 78.7%. This exceeded the NRS goal of 75%. Compared to previous years we are seeing a trend of students staying in class in order to make progress and complete their goals- whether that is increasing their skill level or obtaining a secondary credential.

***Goal 2: Measure B***  
***Number of General Educational Development (GED) and Adult High School Diploma (AHSD) Certificates Awarded Annually Compared to the Number of Dropouts in Duplin County High Schools (CSF III-B)***

While there has been a significant decrease in the number of dropouts compared to previous years; there was also a relative decrease in the number of GED's and AHS Diploma's awarded. Total dropouts from Duplin County are down from 164 in 2005-06 to 87 in 2010-2011 (53% over five years). Of the 87, 2010-2011 students in this group 34 GEDs were awarded and 3 AHSD were awarded resulting in 44% of Duplin Co. dropouts successfully completing basic education at JSCC.

***Goal 2: Measure C***

***Number Served By Type Through Literacy Programs and Percent of Target Population Served (CSF III-A,B)***

**Needs Revision:** The data shows a consistent decline in JSCC enrollment over the past several years (drop in enrollment of 316 students since 2006-07). This is due, in part, to the decline in dropouts within the county as well as the current referral procedures in place. Since target population is no longer a factor in state and federal funding, this information was not available (Data collection stopped in 2008-09). **Program enrollment by percent of target population and comparisons to state average cannot be calculated.**

***Goal 2: Measure D***

***Number of GED and AHSD Graduates Who Progress to Curriculum Programs***

Following a steady decline in numbers since 2005-2006 the program has more than doubled this past year in both GED (126%) and AHSD (100%) students. Potential reasons for this may be due to recent economic issues or improved outreach. A second review of the graduation and completion rates of these students and the programs that they are enrolled in may provide additional information that would be usable in attracting these students to curriculum programs.

***Goal 2: Measure E***

***Indicators of Program Quality for Adult Basic Skills Programs***

Last year (2010-11) all but one of the eight indicators (87.5%) was met (students needing support services). There is a definite need for improvement in identifying student's needs for support services and the basic skills program's process for coordinating with other departments and agencies (both internal and external) for referrals.

***Goal 2: Measure F***

***Number of Workplace Literacy Sites and Number of Students Served***

After several years of not having a workplace literacy class, we were approached by Butterball to hold an ESL class on the Butterball campus in Mount Olive, NC. In order to serve their employees who come from an array of cultural backgrounds, Butterball wanted to offer a class that would be held across shifts so students would have the opportunity to attend and still continue with their usual work schedule. This class was not mandatory and could not be attended during work hours. Currently there are 18 students attending this represents a 25% decrease over the past year

***Goal 2: Measure G***

***The Number of and Enrollment in Cooperative Agreements with High Schools***

There have been a lot of procedural changes over the last couple of years as to how the college can offers college courses to high school students. Learn & Earn Online (LEON) was added in

2007-08. Duplin Early College High School (DECHS) was started in the fall of 2009. In the spring of 2012, Huskins, Dual-enrollment and LEON were replaced with Career & College Promise (CCP). Through all the changes, the numbers of high school wanting to enroll in college courses has, at worst, remained steady. What has changed is the format desired. Interest in online courses has increased while the request for face-to-face classes has declined.

Enrollment of DECHS students in college classes in 2009-10, 2010-11, and 2011-12 were as follows:

2009FA – 59

2010SP – 62

2010FA – 84

2011SP – 99

2011FA – 140

2012SP – 138

That number should increase for one more year as the school reaches capacity. After that it should stabilize. This represents an increase of 51% in 2010-11 and 65% for 2011-2012.

Number of CTP completers enrolling has continued to decline (down 25% from last year's numbers).

***Goal 2: Measure H***

***The Number of Duplin County Graduates Who Enter the Summer or Fall Semester Following Graduation And What Percent They Represented Of All County Graduates***

Numbers of Duplin County students who attend JSCC following graduation seems to be on the decline. Current changes are 10%, a decline of 23% from a five year in 2009-10. Research needs to be completed to determine reasons for this downward trend.

***Goal 2: Measure I***

***The Number of High School Graduates (All High Schools) Who Enter JSCC The Summer Or Fall Semester Following Graduation And What Percent Of The JSCC Freshmen Class They Represented***

In the last ten years an average of 24% of the freshman class are graduating students from Duplin County Public Schools. The highest percentage of student recruited in a single year occurred in 2005-06 when 27% of Duplin County graduates became students. Current numbers show declines to 20% of the graduating freshman class are students from Duplin county public schools.

***Goal 2: Measure J***

***The Number of College Tech Prep Students Who Enter JSCC During the Summer or Fall Semester After Graduation***

Contrary to our expectations there has been a steady decline in the number of Tech-Prep students enrolling at JSCC since 2005-2006 (42%) and down 46% in the last five years and 16% in the



past year. With the current outreach program with Duplin County Schools a future increase in students is probable.

***Goal 3: Measure A***

***Support of Community Service Activities (Use of Facilities by Outside Groups; Support of Civic and Cultural Activities)***  
***(CSF VI-C)***

The number of outside groups and users utilizing James Sprunt Community College's facilities has continued to show an increase during the last three years (20%). The college has worked to allow the community access to our campus and strengthen our partnership and serve as a resource to the community at large.

***Goal 3: Measure B***

***Number of Employers Served By: SBC, Customized Training Program, & Apprenticeship Programs***

**Small Business Center**

We have been able to maintain a fairly constant attendance rate to our workshops and counseling sessions even in this tough economy by offering the workshops people ask for, and by making sure we have excellent instructors (Increase of 15% in workshop Seminar Participants, -9% in Counseling, and up 12.5% in Referrals.) Also, the addition of the incubator kitchen in 2010 has helped us better serve the food entrepreneurs regionally.

**Customized Industry Training**

The findings support the lagging economy that the Eastern Region has faced since 2008 especially in the rural counties. The Customized Training Program has not had opportunity to serve industry to this point in any job growth projects. However, the number of Productivity Enhancement project has increased and remained constant since the implementation of a full-time position to work with the business and industry in Duplin County. There was a spike in FY10-11 (520 trainees) due to a large project moving at an accelerated pace it should be anticipated to see spikes and valleys in enrollment due to the project cycle and non-duplicated headcount. The trainees reported in the Business and Industry Support Funds should remain from 30 to 75, FY09-10 had an extra allocation if funds were allowed for additional training in that period. The Business and Industry Support Funds are targeted at training to meet multiple industry needs reaching across the county to show the college's ability to react quickly to their training needs. There are currently 60 trainees from 4 industries a decline of 860%. However the FY 10-11 year is an outlier and the current number of trainees is within the expected range.

***Goal 3: C***

***Number of Courses Offered and Students Enrolled (To Include Senior Citizens) In Community Service Programs***

**Needs Revision:** Due to State and Federal budget constraints both the Community Service Block Grant Program and the Senior Citizens Fee Exempt programs are no longer being offered at JSCC. The self-supporting classes are based on a lower fee base but do cost the community members money that may be hard to find on a limited budget. Currently 6% of enrollments are self-supporting. This is a static number showing no increase or decrease in the past year, but an increase of 1.3% over the past five year period.

***Goal 3: Measure D***

***Ninety Percent of Clients Served In SBC, Customized Training, and Apprenticeship Programs Will Indicate Satisfaction***

**Small Business Center**

Over the past 4 years, the SBC had strived to offer the programs our customers are asking for. We have also used only the best presenters, after having some ineffective presenters previously. (64 workshops were conducted with a 100% satisfaction rating.)

**Customized Industry Training**

The Customized Training Program would strive to have a 100% satisfaction rating, however that rating becomes difficult to judge and improve upon. In review of the industry ratings the average rating for the three year period would be 96% and desired result for the program is 93%. JSCC currently has 100% over a five year period and exceed the desired result by 7%.

***Goal 3: Measure E***

***The Number of Leadership Programs and Number of Participants Completing Programs Sponsored or Co-Sponsored By the College***

The participation in the DCCLD Leadership Training Program enrollment has fluctuated based economy and absence of the Leadership Program staff. The Debra S. Morrissey Leadership has been consolidated with the Duplin County Center for Leadership Development since both program offered similar curriculum. This has allowed JSCC to improve the Community-based Leadership Program quality and cost effectiveness. Current numbers represent a doubling of the programs offered and a 62.5% increase in students served. (24 Participants in 2 programs with 100% satisfaction rating).

***Goal 3: Measure F***

***Number of Grants Submitted, Funded and the Total Dollars Funded Background***

The College increased the amount of funding provided by grants during the 2009-10 year. The additional funding will support new initiatives at the institution. (Up 20% number of grants funded and up 6% in amount funded.)

***Goal 3: Measure G  
System Funding/FTE***

Salary expense is the largest expense at JSCC by far. This expense will be impacted by many factors which are not controllable by management. Employees with many years of experience will be more expensive due to the salary increases they have received over their time at the college. Also employees with higher degrees are paid more based on JSCC's salary plan. The results show that JSCC's cost per FTE is reasonable in comparison with the system average which is comprised mostly of colleges larger than JSCC.

***Goal 3: Measure H  
Students, Community Representatives and Business and Industry Representatives Will Indicate an 80% Level of Satisfaction With Overall Operation and Effectiveness of The College.***

**Needs Revision: INCOMPLETE needs discussion of findings (Dr. Rouse).** Overall level of student satisfaction with JSCC exceeds the 80% target threshold for both completers and non-completers (96% vs. 97%) with the lowest ratings (81% vs. 92%) in quality of student activities.

***Goal 3: Measure I  
Annual FTE, Fiscal, Foundation and Equipment Audits Will Be Exception Free***

The College received two audit exceptions during the 2010-2011 year. One exception was in the Curriculum Division for the FTE audit one exception was in the fiscal audit. Data represents a 66% decline in FTE audits from the previous year and an increase in fiscal audit exceptions (first exception in the fiscal area in 10 years).

***Goal 3: Measure J  
Expenditures of Regular Program Funds By Functional Areas Will Be Within The Norm For Community Colleges Of Similar Size Belonging To The Southern Association Of Colleges And Schools.***

The expenditure of regular program funds by category falls within expected norms for smaller North Carolina Community Colleges. James Sprunt Community College is one of the smaller community colleges and this will have an impact on averages due to smaller class sizes and fewer economies of scale. JSCC remained less than 2% off state averages in Instructional support and Curriculum Instruction a decline of 7.1% in continuing education instruction, and increased 8.5% in Academic support costs. These results are within the expected norms for an institution of JSCC's size.

***Goal 3: Measure K  
The College Will Invest All Available Funds-Total Dollars Funded***

Earnings from investment are going to fluctuate due to market conditions and the overall economic situation. Our numbers clearly indicate the current difficult economy and are not at all unexpected (a decline of 26%). As the economy improves the return on investment will increase.

***Goal 3: Measure L***

***The JSCC Foundation Will Meet or Exceed Its Biennial Fund-raising Goal***

The Foundation's most recent two year fundraising results have showed an increase as compared to prior years. The Board of Directors sets a consecutive fundraising goal annually and has been very modest with expected results based on the many challenges that have occurred in the last few years with the economy. Data represents a 26% increase over the past two year average and a 215% over the projected goal.

***Goal 3: Measure M***

***Faculty/Staff Will Indicate Satisfaction with Access to and Use of Information Management Services***

**Needs Revision:** Survey has not been administered by the college since 2007. Questions have been included on the PACE survey for 2013.

***Goal 3: Measure N***

***Faculty/Staff Will Be Satisfied With Organizational Climate and Institutional Effectiveness***

**Needs Revision:** Survey has not been administered by the college since 2007. Questions have been included on the PACE survey for 2013.

***Goal 3: Measure O***

***The College Will Meet or Partially Meet At Least 70% of Its Institutional Objectives in Two-Year Action Plan***

Data is not available as there was no follow up due to changes in staffing. We are in the process of rectifying this situation. Last data seems to be found during the SACS study. New baselines will be established during the 2012-2013 year. Trends remain static with no actions over the past year.

***Goal 3: Measure P***

***Number of Functions/Services Reviewed Annually***

Currently we are reviewing a backlog of Function Service Review areas as a result of being without and recent change in IRP&E staff. It is our hope to complete 2 years of reviews this year to be back on track. The initial series of 12 reviews have been completed, 4 reviews have been postponed at the request of the division VP to 2012-2013 and a second series of 12 reviews will be completed by June of 2013. This is an increase of 120% over the previous year. Data is within the expected range of outcomes, however the increase is due to lack of previous FSR review in the previous year.

***Goal 4, Measure A***

***Number and passenger capacity of college vehicles and average annual mileage. User satisfaction with van availability and use (Foundation/Marketing).***

Based upon the above data, JSCC still has in service nine of thirteen vehicles that were in service in 2007-2008. The total mileage on the nine vehicles in service in 2007-2008 was 664,324 miles. The total mileage on the same nine vehicles in service on February 21, 2013 was 824,487 miles. This shows an average mileage of 17,796 miles driven per vehicle in between the measurements. The average total mileage accumulated per vehicle is 91,610 on February 21, 2013 compared with the average total mileage per vehicle for 2007-2008 of 73,814. This is an increase of 24% in vehicle miles driven. Increase may result from increased activity in the DCCLDC, mentoring programs, and SGA usage.

***Goal 4: Measure B***

***Amounts of Scholarship Aid provided by the Foundation (Foundation/Marketing)***

This information is not available. Once the SACE/PACE surveys are completed for 2013, the results will be updated. Data available shows a decline the both the number of scholarships awarded (6%) and the value of the scholarships (19.8%) this decline can be attributed to the decrease in return on investment of the foundation.

***Goal 4: Measure C (Student Services)***

***Percent of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance. (Ref. CSF III-F).***

**INCOMPLETE (Director of Financial Aid) Needs discussion of findings (83% of students receive some form of financial aid. With the average dollar value of \$5,435.00)**

***Goal 4: Measure D (Library)***

***Number of ACRL standards met by the JSCC Library***

The JSCC is comparable to the libraries reviewed. In staffing, JSCC services the students, staff, and faculty with the smallest staff of the other comparable colleges (3 all others are above 3), yet we continue to maintain both services and the collection. We continue to maintain the collection by eliminating older print materials and adding to the print collection (we are currently have 24,536 items in our collection). Online resources are not counted as collection items, these resources have increased. (Data reflects 2010 as the 2011 comparative data are not released at this time). Collection size declined by 11% this change reflects the elimination of older print titles.

***Goal 4: Measure E (Auxiliary Area)***

***Number of Auxiliary Services Provided; Level of Use As Indicated By Gross Sales, Availability as Indicated by Operating Hours/Day, and Student and Staff Satisfaction***

Total revenue generated from sales at the bookstore and cafeteria will fluctuate with the student population. JSCC has experienced high enrollment in recent years and the sales revenue in these two areas has risen as expected Book store (an increase of 8% ) and the Cafeteria (an increase of 14%). If revenues had not increased to follow student population growth, further investigation would be necessary to see why this occurred.

Goal 4: Measure F

Blank: Under revision Unused at this time

***Goal 4: Measure G (Student Services)***

***Curriculum Student Retention and Graduation (2001) (Ref. CSF Factor I-G).***

We show a slight improvement in the % of students who graduate or return to our institution.  
(2% increase in JSCC returning Students)

***Goal 4: Research Question 2, Measure H (Student Services)***

***Number and Percentage of Recent High School Graduates Enrolled In Community College Programs.***

**Needs Revision:** The Duplin County School System has stopped collecting the comparative data (number of seniors with community college intent) necessary to continue using this Key Goal Indicator in its current format. However 17% of graduating seniors in Duplin County choose to attend James Sprunt Community College.

***Goal 4: Measure I (Student Services)***

***Percent Of Population In Service Area Enrolled.  
(Ref. CSF III-G).***

**Needs Revision:** No longer used as a Measure of performance (since 2009) However available data on percent of curriculum students served in our service area is 3.7 % a decrease of .3 % over the previous year. Data shows that this decline is as a result of an increase in the population of Duplin County population over 18 and is statistically insignificant.

***Goal 4: Measure J (Library)***

***Level of use of JSCC library services and materials.***

With access to multiple online databases, students do not have to be within the confines of library structure to utilize library resources for the purpose of research. We are not able to determine the number of students who utilize these resources off campus. We have seen an increase in the number of students in the library accessing online resources via WiFi. The Early College had contributed to an increase in the students using library resources, especially in the area of fiction circulation. 2009-10 Data shows average gate count is 362, average weekly reference transactions is 54 (15 % of gate) with 170 inter-library loans. Current comparative data is not available for 2010-11. Items circulated per FTE declined 46% from last year (from 5.7 items per FTE to 3.7 items per FTE). This difference may be due to the increase in use of online references and databases.

***Goal 4: Measure K (Foundation/Marketing)***

***Students' Reasons for Attending and Perception of the JSCC "Image" and the Faculty/Staff Level of Satisfaction with Marketing and Promotion***

**Needs Revision Please note: The marketing survey has not been administered since fall 2007.**

***Goal 4: Measure L(Student Services)  
Student Satisfaction with Available Support Services***

Academic advising (94.26% \*), Registration (96.09\*), Admissions and Orientation (96.09\*) were rated highly by students. There are many aspects of student services for which data is lacking; therefore, it is difficult to speculate upon specific improvements. Additional questions have been added to both the New student Orientation Survey and the Completers Survey to provide additional data in the future.

\*Data from Completers survey

***Goal 4: Measure M (Library)  
Degree of user satisfaction with library services, collections, staffing, facilities, and equipment.***

The students have adequate resources to complete their research assignments. There is a lack of individual and/or small group study rooms for group work or viewing of audio visual assignments available in the library. There were no negative responses relating to services, staffing, or equipment. 100% of respondents were satisfied with the library services, staffing, or equipment.

***Goal 5: Measure A  
Percentage of Gross Square Footage Devoted to Instruction/Administrative Functions; Square Footage of Academic Facilities Per FTE Student***

Without any new buildings or significant changes to JSCC's campus buildings and grounds, the facilities usage percentages will likely stay constant (62% Instructional 38% Admin/Staff). Our data is consistent with expectations. The change in assignable square footage per full time equivalent is also expected due to increased enrollment. This represents an increase of 1% in instructional space over the last year.

***Goal 5: Measure B  
Age of Equipment (OSHA 200/300)***

Keeping current equipment available is always a budget challenge for JSCC. The data shows that while we are remaining stable for the last three years; we are behind and remaining behind. This is likely to be the trend in the future as equipment becomes more expensive and budget dollars more scarce. We are hopeful that a special equipment allocation will be made to assist JSCC in catching up in the age of our equipment. Equipment less than five years increased by 8.3% (1 item) while equipment over ten years of age decreased by 1.7% (1 item) no change in total items of equipment.

***Goal 5: Measure C  
Student and Staff Satisfaction with Facilities and Equipment***

**Needs Revision** Our past research into this issue has indicated that students, staff, and faculty are satisfied with their equipment and facilities. JSCC faces significant challenges due to aging buildings and tight budget situations. Without additional funding the level of satisfaction could fall to unacceptable levels. (Data from PACE/SACE)

***Goal 5: Measure D***

***Number of reportable accidents and incidents; employee hours lost due to injury.***

**Incomplete (HR Director)**

***Goal 5: Measure E***

***Average Salaries as a Percent of Southeastern Regional Average (CSF II-A)***

**Incomplete (HR Director)**

***Goal 5: Measure F***

***Participation in Staff Development Programs: Tier A; Number and Types of Degrees Earned; Curriculum and CEU Credit; Impact Of Staff Development On Teaching/Job Performance***

**Incomplete (HR Director)**

***Goal 5: Measure G***

***Average Number of Years of Experience of Faculty/Staff (Total And At JSCC). Average Annual Staff and Faculty Turnover.***

**Incomplete (HR Director)**

***Goal 6: Measure A:***

***The number and percentage of students enrolling in the ACA 115 class within their first 15 course hours at JSCC.***

The percentage of students taking ACA 115 within their first two semesters was generally low in the academic year of 2008-2009 (57%). However, when the revised ACA 115 course began in the fall semester of 2009, the percentage of students taking the course in their first two semesters drastically increased (to 88.3% an increase of 31.2%). We did experience a decrease in percentage during the 2010-2011 academic year (to 80.1% a decline of 8%), but a large increase in percentage was recorded during the 2011-2012 academic year (95.2% an increase 15.1%).



***Goal 6: Measure B:***

***Data based from the CCSSE will indicate active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners will increase until it is equal to or above the national average.***

In 2009, James Sprunt Community College was above the mean when compared to other small community colleges in many areas. Also, James Sprunt Community College was below the mean (50%) for “Active and Collaborative Learning” (47.7%) and “Academic Challenge” (48.0%) when compared to other small community colleges. Specifically, James Sprunt Community College was below the mean for the following areas “came to class underprepared,” “worked with other students” and communicated with instructors via email.”

***Goal 6: Measure C:***

***The number of faculty engaging in and have been trained to teach the ACA 115 course will increase over time.***

There was an increase in the “Number of Faculty Trained,” and the “Number of ACA 115 Sections Taught” from the 2008-2009 to the 2009-2010 academic year. Although we remained constant with “Number of Faculty Trained” between 2009-2010 and 2011-2012, we decreased in “Number of ACA 115 Sections Taught” from the 2009-2010 to the 2010-2011 academic years. Since the 2010-2011 academic year, we have adjusted the number of ACA 115 sections taught to meet institutional and student needs. After examining the previous data, some inconsistencies were found within the data of this set. From 2008-2009, 3 faculty were trained to teach the ACA 115 course; however, only, 2 sections of the revised course were taught. Furthermore, during the 2009-2010 academic year, 12 faculty were trained, but only 31 sections of the revised ACA 115 course were taught. The Number of faculty trained has remained constant the number of sections taught has declined by 10% (3 sections) this maybe a function of the number of students attending JSCC.

***Goal 6: Measure D***

***80 Percent of Faculty members will indicate satisfaction with the Teaching Experience Seminar TES.***

The 2008-2009 data entered above is inconsistent with the actual data set. In that academic year, the Teaching Experience Seminar did not exist; thus, there is not “Satisfaction Level” data available. However, for the 2009-2010 academic year, twelve faculty members were trained through the TES and 98.8% were satisfied with the training. Additionally, during the 2011-2012 TES, twelve faculty were trained and there was a 100% satisfaction rate. The TES data from 2010-2011 is unavailable due to personnel changes.

***Goal 6: Measure E:***

***The monetary amount allotted for the QEP advertising, faculty training and advertisement of the plan will continue to be budgeted.***

The QEP has been incorporated into the James Sprunt Community College budget. As noted above, there was a projected budget and actual budget for which amounts have been allocated for specific needs. However, the above actual budget is inconsistent with current budget reports. As

of now, there is not a way to determine exactly how much money has been spent *in* all of the different areas. Furthermore, James Sprunt Community College no longer receives Tier A/Faculty Upgrade funds.

***Goal 6: Measure F:***

***Students overall satisfaction with the New Student Orientation.***

Through the history of New Student Orientation, satisfaction rates have been high for all aspects of the session. Although, there are slight variations from year to year, no significant change in satisfaction rates has been recorded. For the 2010-2011 academic year, data was only available from the Fall 2010 session due to a change in personnel. Overall satisfaction with the NSO for 2012 was 4.39 out of 5 an increase of 5% over the previous year the area rated highest was the Advisor/Registration Process (4.45) and the lowest was the Campus tour (4.02).